

Year 5 Spellings Term 5 2019

Please help your child to learn these words. Try out some of the strategies on the back of this sheet



Go for Diamond! Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. **Every**

Friday we will check your progress. **REMEMBER:** Use the Look, Say, Cover, Write and Check Strategy!

<i>Test date:</i> 3/05/19	<i>Test date:</i> 10/05/19	<i>Test date:</i> 17/05/19	<i>Test date:</i> 24/05/19
Homophones or near homophones	Homophones or near homophones	Homophones or near homophones	Homophones or near homophones
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
advice	aloud	heard	affect
device	alter	past	desert
licence	father	morning	whose
<i>promise</i>	<i>complete</i>	<i>appreciate</i>	<i>suggest</i>
<i>special</i>	<i>suppose</i>	<i>continue</i>	<i>twelfth</i>
<i>certain</i>	<i>enough</i>	<i>different</i>	<i>immediately</i>
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
advise	allowed	guessed	effect
practise	isle	passed	dessert
devise	ascent	herd	who's
<i>symbol</i>	<i>accompany</i>	<i>queue</i>	<i>interfere</i>
<i>equipment</i>	<i>disastrous</i>	<i>rhythm</i>	<i>bargain</i>
<i>opportunity</i>	<i>excellent</i>	<i>desperate</i>	<i>system</i>
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
license	aisle	guest	stationary
practice	altar	mourning	stationery
prophecy	assent	bridal	cereal
prophesy	farther	bridle	serial
<i>achieve</i>	<i>necessary</i>	<i>bruise</i>	<i>community</i>
<i>apparent</i>	<i>muscle</i>	<i>vehicle</i>	<i>mischievous</i>

NB: The first set of words in each group follow the Y5 spelling patterns to be learned. The words in italics are from the KS2 spelling lists.

REMEMBER: you should be able to spell 'when', 'went', 'with', 'which', correctly every time you write them.

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Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?



Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!